



Assessments

AASA Grade 3 ELA Statewide Assessment Accessibility: Oral Reading Fluency Items

ADE has worked collaboratively with the Arizona Department of Education's Move on When Reading (MOWR) team and Exceptional Student Services (ESS) team to address accessibility concerns regarding the addition of the Oral Reading Fluency items to the Grade 3 AASA ELA assessment. For the Spring 2024 test administration, all Grade 3 students should participate in the AASA Oral Reading Fluency test unit.

A decision has been made to gather additional information from the Spring 2024 test administration on the range of students participating to use for future accessibility considerations, future use of the items as operational, and the impact to the MOWR indicator. This means that the Oral Reading Fluency test items *will not* count in a student's overall score, nor will there be any changes to the current MOWR indicator for the 2023-2024 school year.

Students who take the Braille or American Sign Language (ASL) form of the AASA test *will not* be administered the Oral Reading Fluency test unit. Overall ELA assessment results must still be reported.

Procedures provided below are to be used in the administration of the AASA Oral Reading Fluency test unit for students who may not be able to respond in a meaningful way to Oral Reading Fluency measures. This includes students who are: 1) Visually Impaired, or 2) Hard of Hearing and who do not take the Braille or ASL form of the AASA test.

- Students with visual impairments, who use magnification or large print, must be administered the AASA Oral Reading Fluency test unit using standard procedures.
- If a student's hearing loss is mild, the student may be able to be assessed with an Oral Reading Fluency assessment. Administer the Oral Reading Fluency test unit using standard procedures.
- Oral Reading Fluency assessments are not an appropriate measure for many students with a moderate or significant hearing loss. Their performance on this assessment will not be a true reflection of their literacy abilities. If the student is not able to respond in a meaningful or timely way on an Oral Reading Fluency assessment, please contact ADE at AASA@azed.gov for further guidance. Overall assessment results must still be reported.

Note: For students who are not administered the Oral Reading Fluency test unit due to visual or hearing impairment, it is recommended that educators administer an alternate literacy assessment tool (such as the Assessment of Braille Literacy Skills and the Jerry Johns Basic Reading Inventory) that provides the basis for designing instruction and monitoring progress to ensure the LEA has information to support literacy skills.